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ABSTRACT

A two-part study examined the use of communication strategies by two types of international teaching assistants (ITA) in the classroom, and cultural perceptions of teaching and teachers. Two representative kinds of ITAs were hypothesized to exist: (1) a type "X" ITA who has tight control of discussion in class, calls on students instead of asking them to volunteer, and likes to lecture; and (2) a type "Y" ITA who encourages students to ask questions in class, stimulates students to talk, and waits for students to volunteer to answer questions. Two type "X" and three type "Y" ITAs were chosen based on recommendations of instructors in the TA English program. The ITAs' classes were audiotaped and transcribed. Results indicated that although there was not much difference in the teaching strategies used by the two types of ITAs, type "Y" ITAs asked more comprehension questions and used elaboration more frequently than type "X" ITAs. In the second part of the study, a semantic differential questionnaire designed to evaluate cultural perceptions of teachers was administered to 18 ITAs and 19 undergraduate students. Results indicated that ITAs and undergraduates think reliability and encouragement are the two most important concepts in defining a good teacher. Findings suggest that the ITA English Program at the University of Minnesota has noticeably influenced what ITAs think of how they should teach in an American university. (Three tables of data are included; ITA and undergraduate questionnaires are attached. (Contains 12 references.) (RS)

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A DESCRIPTIVE STUDY OF COMMUNICATION AND TEACHING STRATEGIES USED BY TWO TYPES OF INTERNATIONAL TEACHING ASSISTANTS AT THE UNIVERSITY OF MINNESOTA, AND THEIR CULTURAL PERCEPTIONS OF TEACHING AND TEACHERS

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A DESCRIPTIVE STUDY OF COMMUNICATION AND TEACHING STRATEGIES USED BY TWO TYPES OF INTERNATIONAL TEACHING ASSISTANTS AT THE UNIVERSITY OF MINNESOTA, AND THEIR CULTURAL PERCEPTIONS OF TEACHING AND TEACHERS.

BACKGROUND TO THE STUDY

Recent reports in the popular press have highlighted an issue which has caused concern on many U.S. university campuses: many American university undergraduates often have difficulty in understanding international teaching assistants (ITAs) because of their teaching styles and and foreign accents (The Minnesota Daily, Survey: Problem with Foreign TAs, 1987). For example, twenty five percent of the TAs at the University of Minnesota are international graduate students, and more than half of the University of Minnesota teaching assistants in engineering and science are foreign-born (St. Paul Pioneer Press, 1989). To counteract the phenomenon of the difficulty of understanding ITAs, numerous state university systems have training programs in order to help ITAs strengthen their language and overall teaching communication. The University of Texas, the University of Minnesota, the University of Iowa, the University of Washington, and the University of Kansas are some examples.

The majority of empirical studies involving ITAs has focused primarily on ITA communication problems. (Bailey, 1982) looked at the communication problems of ITas in terms of their communicative competence. Orth's study (1982) showed that undergraduates' dissatisfaction with ITA speech is based on interpersonal and intercultural differences rather than on linguistic problems. Historically, training programs have received a lot of attention. One of the earliest studies done by Keye (1980) shows us the significance of a training program designed to improve classroom communication skills and cross-cultural awareness for ITAs. In a comparative study, Shahenayati (1987) found

that teaching experience and subject area content knowledge do not by themselves result in more effective teaching. Brown (1988) did a study on effects of country of origin, educational status, and native speakerness on American college student attitudes toward nonnative instructors. She found that for the most part none of these factors by themselves contribute to listeners' judgments, but instead all of them function together when listeners make judgments about the nonnative instructors. The results of these studies show that we need to pay close attention to the cultural perceptions of both ITAs and undergraduates about teachers' teaching.

The communication and teaching strategies used by different types of ITAs are also worth investigating. "Communication strategies", a phrase coined by Tarone (1983), is defined as "mutual attempt of two interlocutors to agree on a meaning in situations where requisite meaning structures do not seem to be shared" (p. 65). Analyses of the specific communication strategies employed by ITAs have received less attention than certain aspects in the use of these strategies. For example, (Paribakht, 1982) looked at the use of communication strategies in relation to the proficiency level of the learner, while (Bialystok, 1984) focused on the effectiveness of particular strategies. Gilette (1981), investigated a Korean TA's communication strategies and devices for cohesion and coherence in a lecture discourse. The communication strategies used by ITAs with different teaching styles have not received any attention. There could be some relationship between the communication strategies used and the user's general teaching style.

This paper examines two aspects of the ITA situation of the University of Minnesota: the use of communication strategies by two types of ITAs in the classroom, and cultural perceptions of teaching and teachers. The three research questions asked in this regard are the following: 1) What are the

"communication and teaching strategies" used by two types of international teaching assistants? 2) What are the perceptions of ITAs regarding an ideal teacher in their culture and an ideal teacher in U.S. culture, and what do they think of themselves as instructors teaching in U.S. culture? 3) What are the perceptions of native English speaker undergraduates about an ideal teacher in U.S. culture, and ideal ITA, and their own ITA in that quarter?

THE STUDY

The TA English Program at the University of Minnesota

A look at the University of Minnesota TA English Program reveals courses centered around the idea of communicative competence. The graduate students who are offered teaching assistantships are required to take the "SPEAK Test" (Speaking Proficiency English Assessment Kit). The person who takes the test is audiotaped in order to be rated independently by two ESL teachers. Students who receive less than 230 take the course in classroom communication skills for TAs for a minimum of one quarter in order to improve their language skills, and to get a better understanding of the classroom and teaching expectations in an U.S. university. Most ITAs who take the classroom communication skills class at the University of Minnesota are expected to not be foreign to the teaching and learning situation in an American university. The new arriving ITAs receive preparation to become more effective communicators and teachers in order to function in similar ways to U.S. TAs. From these considerations, the researcher has hypothesized two types of TA: one which is similar to an American TA and the other which has a teaching style more like teachers from the ITA's own culture.

Part I - Teaching and communication strategies study

Instructor behavior may vary within the classroom and outside the classroom. For example, a teacher could be very outgoing, lively, and enjoyable in a classroom. However, the same person could display a completely different image outside this context. Teachers who are very good in discussing topics in class might not be able to function in like manner outside the classroom. Being in a classroom and teaching a group of students automatically requires a person to act according to the situation. From this context, the researcher followed the following procedures in defining two types of ITAs.

Method and procedures for communication and teaching strategies study

First of all, a memo was sent to each instructor in the TA English Program with the hypothesized TA characteristics in order to get their reactions to pedagogical concepts that could be important in defining ITAs. The results showed agreement with the defined two ITA types. Then, it was hypothesized that two representative kinds of international teaching assistants exist depending on their teaching styles: type 'X' and type 'Y'. It should be noted that both types can be equally effective depending on the situation and student group, and there can be overlap between these two styles of teaching.

A type 'X' ITA has been identified as a person who:

a) has tight control of discussion in class;
b) calls on students instead of asking them to volunteer;
c) prefers to maintain his/her initial teaching style rather than accommodating student needs;
d) uses discipline-based examples to clarify the topics covered in class;
e) is very precise (students can predict what s/he is going to do next in class);
f) has a business-like attitude toward students;
g) takes the role of an expert rather than a facilitator;
h) likes to lecture as opposed to getting input from students.

On the other hand, type 'Y' ITA characteristics are found in a person who:

a) encourages students to ask questions in class;

b) stimulates students to talk;

c) waits for students to volunteer to answer questions;

d) sets up cooperative situations in class;

e) is friendly;

f) is relaxed;

g) is dramatic (regularly tells jokes, anecdotes, and stories from his/her culture or related to her/his life or American culture, and uses general interest examples from the real world both to clarify content and to create rapport in class);

h) when necessary paraphrases what students mean;

i) is dynamic; i.e. has an active way of teaching;

j) perceives student interests of a class and acts accordingly.

The researcher then asked the instructors in the TA English program who had volunteered for the study to classify his/her student (ITA) according to the type X and type Y classification. Two type X (physics, chemistry), and three type Y (civil engineer and chemistry, and accounting) ITAs were chosen based on the recommendation of the instructors in the TA English program. The ITAs classes were audio-taped and transcribed by the investigator. All the hesitations and repetitions and pauses were marked to indicate the intent of the conversation. They were analyzed for the purpose of finding a common trend in determining what both types of ITAs used in their classroom conversations. The researcher found upon completion of the retrospective data that there were not too many language communication problems between the undergraduates and the ITAs; however, what was found are strategies used to facilitate communication and to provide for pedagogical effectiveness. Any analysis of classroom language learning must take into account social factors and the content of the course being offered in that classroom. Undoubtedly, there are broader social forces affecting interaction in the classroom, for example the ITA's home country, sex etc. The strategies that were analyzed cannot be isolated from the naturalistic setting. In

this naturalistic setting, the teacher's classroom talk suggests several monitoring tactics. According to Stubbs (1983, p. 50) there are several strategies that help in providing comprehension in class: attracting and showing attention, controlling the amount of speech, checking or confirming understanding, summarizing, reformulating, editing, and correcting.

Results

Below are the strategies which were actually used by both types. They have been categorized based on teaching style: Elaboration, comprehension checks, nonverbal strategies, and demostratives were used.

1) Elaboration (paraphrasing) and definitional comprehension checks were used to explain definitions (a), and to ensure that what the TA said was understood by his/her students (b).

(a) ITA: "What mean [sic] by the rate of this reaction?"

"Rate means the speed of the reaction. How fast the reaction proceeds with respect to time, okay?" (Type Y-chemistry recitation)

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ITA: "Okay, let's do this one."

"Beginning balance is how much?"

Undergrad: "42,500"

ITA: " and ending balance, which is?" (Type Y-accounting office hour)

***

(a) Undergrad: "Would it be 5.6 or would it be 0.56?

ITA: "You mean the concentration of the acid?"

Undergrad: "Right."

ITA: " What is [sic] the Ph mean? Ph mean [sic] active lawra [sic], right? (Type X - chemistry office h.)

(b) ITA: "This is considered concentration 1, and this is considered concentration 2. Okay? Did I make it clear?" (Type Y-Chemistry recitation hour)

2) The blackboard was used frequently both by type X and Y ITAs to show the solution for problems, how equations are formed, and to show the steps of experiments which were to be completed during the lab hour. As one of the ITAs mentioned, the board was a handy tool in giving examples.

ITA: "I always throw a thing on the board. This is the way it is".

(Type Y-Chemistry office h.)

3) Demonstratives ("this","that") were used to simplify scientific jargon by both types of ITAs.

ITA: "You are going to do this like that" (moves two adjacent gadgets{transmitter and receiver} from each other slowly. (Type X-Physics lab)

ITA: "This is positive sheer" (Type Y-civil engineering recitation)

As we can see, these strategies seem to be teaching tactics used in order to be pedagogically effective in explaining a topic during a class interaction. It seems that there is not much difference in the teaching strategies used by the two types of ITAs. However, type Y ITAs seem to ask more comprehension questions and use elaboration more frequently in order to check students' understanding of the topic; and these strategies show that the ITAs come across as being more confident in what is going on in class. They not only rephrase definitions, but also check whether their students understand the definition. On the other hand, type X ITAs use fewer confirmation checks and do not elaborate on definitions as much as type Y ITAs do. One type X ITA voiced the concern that there is always some kind of difficulty. He is never sure whether his students understand him

or not. Type Xs seem to be overly concerned with their language in the classroom.

Part II - Cultural Perceptions study

A memo describing the qualities of both types of ITAs was given to ITA instructors. Based on the feedback from these memos a semantic differential questionnaire reflecting the qualities of both types TAs was prepared. (see Appendixes a and b , Questionnaires). Rather than focus on classroom behaviors, the concepts in the questionnaire attempt to get at perceptions of both ITAs and undergraduates of the evaluative side of teaching. Fifteen questions representing fifteen concepts in teaching were formulated and introduced to both groups in the form of questions.

The questionnaire, given to 18 ITAs and 19 undergraduates, aimed at evaluating their cultural perceptions of teachers. The ITAs were asked to evaluate: (1) most teachers in their own culture, (2) most teachers in U.S. culture, and (3) themselves as ITAs in U.S. culture. Similarly, undergraduates were asked to evaluate: (1) their ITA's for that academic quarter, (2) how they think ITAs should be, and (3) how an ideal teacher in U.S. culture should be.

Method and Procedures of the cultural perceptions study

The investigator used fifteen concepts from the ITA instructors' input that she seemed to be important and vital in teaching. These fifteen concepts developed into a semantic differential questionnaire. This questionnaire was given to nineteen ITAs as indicated below:

Key: S I : study one (communication and teaching strategies study)

S II : study two (cultural perceptions study)

number of ITAs teaching in different departments = 16----->[5 ITAs (2 type Xs & 3 type Ys) participated both in S. I and S. II

-----> [11 ITAs only participated S. II]

number of ITAs who were still in the TA English Program = 3 [participated in Study II only]

+_____

Total n: 19 participated in S. II(refer to Table 1)

(1 ITA did not answer any of the sections in the questionnaire, but only did the rankings for Sec. I, II, III) 1

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_____

18 ---18 did section I (see appendix a)

---17 did section II (see appendix a)

---15 did section III (see appendix a)

(refer to Table 2 and Appendix a for the above three numbers)

Out of 18 ITAs one could not answer section II of the questionnaire because he had never had an U.S. instructor. There were seventeen subjects for section two of the questionnaire. Also three ITAs were still in the TA English Program, so they did not complete section III of the questionnaire. So the researcher had fifteen subjects for the third section.

The researcher gave a similar questionnaire that was designed for native English speakers to 19 undergraduates (14 in chemistry, 2 in physics, 3 in accounting) who were either at recitation hours, office hours or lab hours (refer to appendix-b). After undergraduates took the questionnaires they were questioned more in order to reveal the concepts or concerns that were not covered in the questionnaire.

Table 1 provides us with a comparison of the rankings of the semantic differential concepts by ITAs and undergraduates. Parts I, II, and III indicate how ITAs rank each item, and parts IV, V, and VI give the rankings of the undergraduates who were involved in the study. After collecting the questionnaires, the percentage of each blank in the semantic differential questionnaire was calculated. The highest value for each line determined the cultural perceptions of the majority of the subjects. In the diagram on the next two pages, **(Table 2 -ITAs; Table 3 -Undergraduates)** the results of each part of the questionnaire have been represented by different lines. For example, a zigzag represents what most ITAs involved in the study think most teachers in U.S. culture are. If the reader follows the zigzag line starting from the top to the bottom (refer to Table 2) the following interpretation is offered. According to the 17 ITAs who took the questionnaire the Spring quarter of 1989, most teachers in U.S. culture are encouraging, relaxed, open to different points of view, and maintain loose control in class. Most ITAs felt it is not completely predictable (47%) what most teachers in U.S. culture would do in class, and most teachers do not act as facilitators all the time (59%). They lecture sometimes (71%). They are sometimes humorous when giving examples in class in order to explain a point (53%). ITAs think most teachers in the U.S., instead of favoring an individual-work type of systematic arrangement in class, slightly (42%) prefer to use group work in class activities. They treat each student in class equally (59%) . In order to clarify or enliven a topic, they sometimes give real life examples frequently in class (47%). They feel that most teachers's attitudes towards students' problems related to the course in the U.S. are not indifferent, but somewhat sympathetic (47%). The ITAs believe that most teachers in U.S. culture are fair in giving grades (in evaluation) (59%); their knowledge about the subject matter is reliable

(71%); and finally, their teaching method in class is certainly exciting (65%), as opposed to dull.

Results of the questionnaire given to ITAs (Table 2)

a) According to the ITAs evaluation the following are the six major differences between most teachers in their cultures and most teachers in U.S. culture:

	U. S. teachers	Teachers in ITAs' culture
1.	relaxed	tense
2.	open to different points of view	sometimes open to different points of view
3.	loose	sometimes tight
4.	sometimes facilitator	giver of information
5.	sometimes group work	only individual work
6.	sometimes humorous	serious

b) There were four major differences between most teachers in ITA's culture and themselves as ITAs teaching in U.S. culture:

	ITAs	Most teachers in ITA's culture
1.	relaxed	sometimes tense
2.	sometimes humorous	serious
3.	sometimes mostly discussions	mostly lectures
4.	sympathetic	sometimes sympathetic

It seems that these differences revealed here, shows us the change in their perceptions of teachers and teaching when ITAs experience college courses in the U.S. ITAs think they show more sympathy to their undergraduates than most teachers both in the U.S. and their cultures. This result shows that ITAs perceive the undergraduates they teach as closer to themselves in status since both are students.

c) There are similarities between the way ITAs evaluate most teachers in the U.S. and themselves teaching in the U.S. in six areas.

1. encouragement (encouraging)
2. atmosphere in class (relaxed)
3. role as small group leadership (open to different points of view)
4. predictability (sometimes predictable)
5. sense of humor (sometimes humorous
6. treatment in class (equal)

ITAs perceive themelves as having a lot common with teachers in U.S. culture. Major similarities are that they are encouraging, relaxed, open to different points of view, and slightly humorous. They try to encourage discussion in class more often than most teachers in U.S. culture. Most ITAs who have been in the TA preparation program seem to understand what and how they should respond in class when they are teaching American undergraduates. This phenomenon is promising when we think of these ITAs as future professors at a U.S. institution. They do not seem to have difficulty adapting to the American classroom context. On the other hand, when they return to their own countries to teach in a university setting, they might discover that the pedagogical concepts that they used in the U.S. might conflict with local teaching styles. As a result, they might have a hard time adapting (especially in the social sciences) to a mostly lecture type of teaching style in their home cultures.

Results of the questionnaire given to undergraduates (Table 3)

1. Most undergraduates (Table 3) see their ITAs as encouraging as an ideal teacher (and ITA) should be. However, they believe that their ITAs are not as relaxed and as exciting as ITAs could be.

2. Undergraduates perceive ITAs as sometimes humorous, just as an ITA should be; however, they think that an ideal teacher in U.S. should be more humorous than ITAs. Mainly undergraduates perceive ITAs and ideal teachers from the U.S. in the way same way. There are two exceptions:

Ideal teacher in U.S. should be	ITAs should be
sometimes predictable	predictable
humorous	sometimes humorous

Undergraduates want to make sure that ITA do not come up with surprises. They want to be able to know what they are going to do in class. This knowledge might reveal that they are concerned about an ITA's teaching style or what that person will teach in class. On the other hand, they are toleratent with ITAs when they are not as humorous as a typical teacher from the U.S. would be.

3. Contrary to the perceptions of ITAs, undergraduates think that their ITAs mostly give lectures. This perception might be the result of the nature of the course being offered by the ITAs, namely that it might be mostly associated mathematical and technical concepts.

4. Surprisingly, undergraduates think that their ITAs don't give enough examples in class (90%). This perception may be the result of the use of "real life examples" in the questionnaire (refer to item k in the questionnaire). On the other hand, most ITAs think the technical examples that they give in class are considered real life examples.

Results of the ranking of the semantic differential concepts by ITAs and undergraduates

(Table 1)

Whether a teacher's knowledge of the subject matter is reliable or not seems to be the most important characteristic when the ITAs think of most teachers in their cultures. (refer to column 1- Table 1) After reliability, they value encouragement as the second important quality as far as most teachers in their own cultures are concerned. Trustworthiness and the method of instruction receive equal significance in judging teachers in their own culture. A teacher's status in class (facilitator vs. giver of information) follows next. Equal treatment in class by teachers is the next most important trait that is valued by the ITAs

when they think of most teachers in their own culture. Delivery style (discussions vs. lectures) shares the same level of significance with teacher's mood in class (relaxed versus tense). The teacher's use of examples in class, degree of class control, sense of humor, predictability, degree of sympathy (or indifference) toward students' school problems, and judgmental attitude vs. openess to different points of view received 9th, 10th, 11th, 12th, 13th, and 14th place, respectively. ITAs value student arrangement in class as the least important criterion when they are questioned about most teachers in their own cultures.

Interpretation of the rankings done by ITAs and undergraduates

According to the results indicated in Table 1 there are some teacher qualities that both ITAs and undergraduates rated approximately the same. The following is a summary of the first most important five qualities that both groups attached to each teacher section (the numbers next to the concepts signify the column numbers at Table 1):

ITAS	UNDERGRADS
(1) reliability (I), encouragement(II)	encouragement (IV, VI) , reliability (V)
(2) encouragement (I), relibility(II)	reliability (IV), encouragement (V), trustworthiness(VI)
(3) trustworthiness (I, II), instruction (III)	trustworthiness(V), treatment in class (IV), reliability(VI)
(4) trustworthiness (IV)	instruction (IV, V, VI)
(5) status in class (I, II, III)	treatment in class(V,VI), trustworthiness (IV)

ITAs and undergraduates think reliability and encouragement are the two most important concepts in defining a good teacher. For undergraduates trustworthiness is even more important than reliability when they judge how an ideal teacher in U.S. culture should be. Undergraduates are concerned about the grades that are given by ITAs. On the other hand, ITAs think the style of instruction (being dull or exciting in class) is more important than

trustworthiness. This perception may be due to the TA English Program that they have undergone before they start teaching at the University of Minnesota. In this course, potential ITAs are given cultural information about how a U.S. university professor would act in a class. They are told to design their classes in such a way that they involve their undergraduates in what is going on in class. Student-centered classes are preferred rather than teacher centered, lecture type classes. Similarly, the status of the teacher in class (e.g. being a facilitator or giver of information) ranked fifth by the ITAs for all three sections of the questionnaire. However, the same concept was ranked sixth by the undergraduates for how ITAs should be, and eighth for what they think their ITA is like and how an ideal teacher in U.S. culture should be. Thus, undergraduates think being a facilitator is more appropriate for an ITA than for an ideal teacher in U.S. culture. They think an ideal teacher is a typical giver of information.

ITAs think reliability is the most important criterion in judging a teacher in their own culture. They think most teachers in U.S. culture value encouragement more than reliability. They also think delivery style (lectures versus discussions) is important for most teachers in U.S. culture. However, when they think of themselves as teachers in this culture, this concept loses its importance.

Treatment in class (e.g. equal-unequal) becomes the third most important concept for undergraduates when evaluating their own ITAs. On the other hand, reliability in subject mater becomes the third important concept for undergraduates when ranking concepts for how an ideal teacher in U.S. culture should be.

It seems that undergraduates do not expect ITAs to be as humorous as an ideal teacher in U.S. culture should be. Interestingly, ITAs ranked sense of humor as

ninth for most teachers in U.S. culture; similarly, undergraduates ranked sense of humor as ninth for an ideal teacher in U.S. culture.

In teaching undergraduates, ITAs feel it is important to give examples in class for clarity or to enliven the class. The same concept (giving examples related to the topic in class) was ranked by undergraduates. It seems that both undergraduates and ITAs put emphasis on examples; however, the same importance to in-class examples is not given when native English speaker teachers are considered.

A teacher's role as a small group leader in-class discussions (e.g. judgmental versus open to different points of view) gains significance with ITAs teaching in the U.S. However, this concept is not that important when they think of most teachers in their own cultures. Ironically, undergraduates do not emphasize the concept of role in class discussions for ITAs as much as ITAs do. To be open to discussions or to different points of view does not receive as much attention when describing an ideal teacher in U.S. culture as it received for ITAs. Protocols (further questioning) with undergraduates showed that most undergraduates think that their ITAs are more lenient than an American teacher. However, they put more emphasis on being tolerant, open to different points of view when ITAs' teaching were in question. Undergraduates want to make sure that their ITAs are ready to accept their points of view in discussions. In the ITAs' cultures, being open to different points of view or being judgmental is not as important as they think they are in U.S. culture. A teacher's attitude towards students' problems, such as giving grades, awareness of student's background, and student's needs related to the course gains significance when they see themselves as a teacher in U.S. culture. This outcome may relate to the influence of the TA English Program.

These results provide other researchers with a series of statements that should be tested again. Unfortunately, female subjects or ITAs who were in the social sciences were not able to be included in the study. These variables should be included in future research studies.

Conclusion

As seen from the above analysis we can say that it appears the ITA English Program at the University of Minnesota has noticeably influenced what ITAs think of how they should teach in an American university. They see themselves more like American instructors than as teachers from their own cultures. (more open to different points of view, slightly humorous, and relaxed). This change in the perception of teaching style forces one to question his or her self-concept. We can talk about self-concept in terms of collectivism or individualism.

Individualism is a cultural pattern that values an individual's ideas and activities; however, collectivism emphasizes the group's needs and gets more satisfaction through collective challenges and enterprises (Triandis, et al. 1988). Most of the ITAs who participated in the questionnaire part of the study come from countries found in Asia and Africa where collectivism is a common cultural pattern. 6 Korean, 5 Chinese, 2 Taiwanese, 2 Israeli, 2 Indian, 1 African, and 1 Iranian ITA took part in the questionnaire part of the study.

When we prepare people from collectivist cultures to interact with people from individualist cultures, we should bring collectivist peoples' attention to certain points stated by intercultural specialists. If the facilitator does not pay attention to cultural differences, there might be a potential problem of "Sojourners' learning the other culture's norms so well that they will have a difficult time readjusting to the individualism and collectivism of their own cultures" (Triandis, et al, 1988, p. 287). For instance, university instructors who belong to individualist cultures might have difficulty in judging group work

since they pay more attention to individual contribution rather than to the overall group effort (Triandis, et al, 1988). ITAs learn in the ITA English Program to be open to different points of view. (71% in U.S. culture, 11% in ITAs culture, 53% when ITAs teach in U.S. culture). This change in giving value to others opinions is due to the individualist quality of the culture in which they are being educated. Based on this idea, we might be able to say that ITAs should be encouraged to keep cultural or "intercultural accommodation" in their minds when they make cultural movements. Being educated and taught at a culturally different university does not mean that there cannot be any cultural adjustments back and forth. When they return to their own universities, ITAs should be able to switch back to their own norms and traditions without much difficulty or psychological stress.

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RANKING OF THE SEMANTIC DIFFERENTIAL CONCEPTS BY ITAS AND UNDERGRADUATES

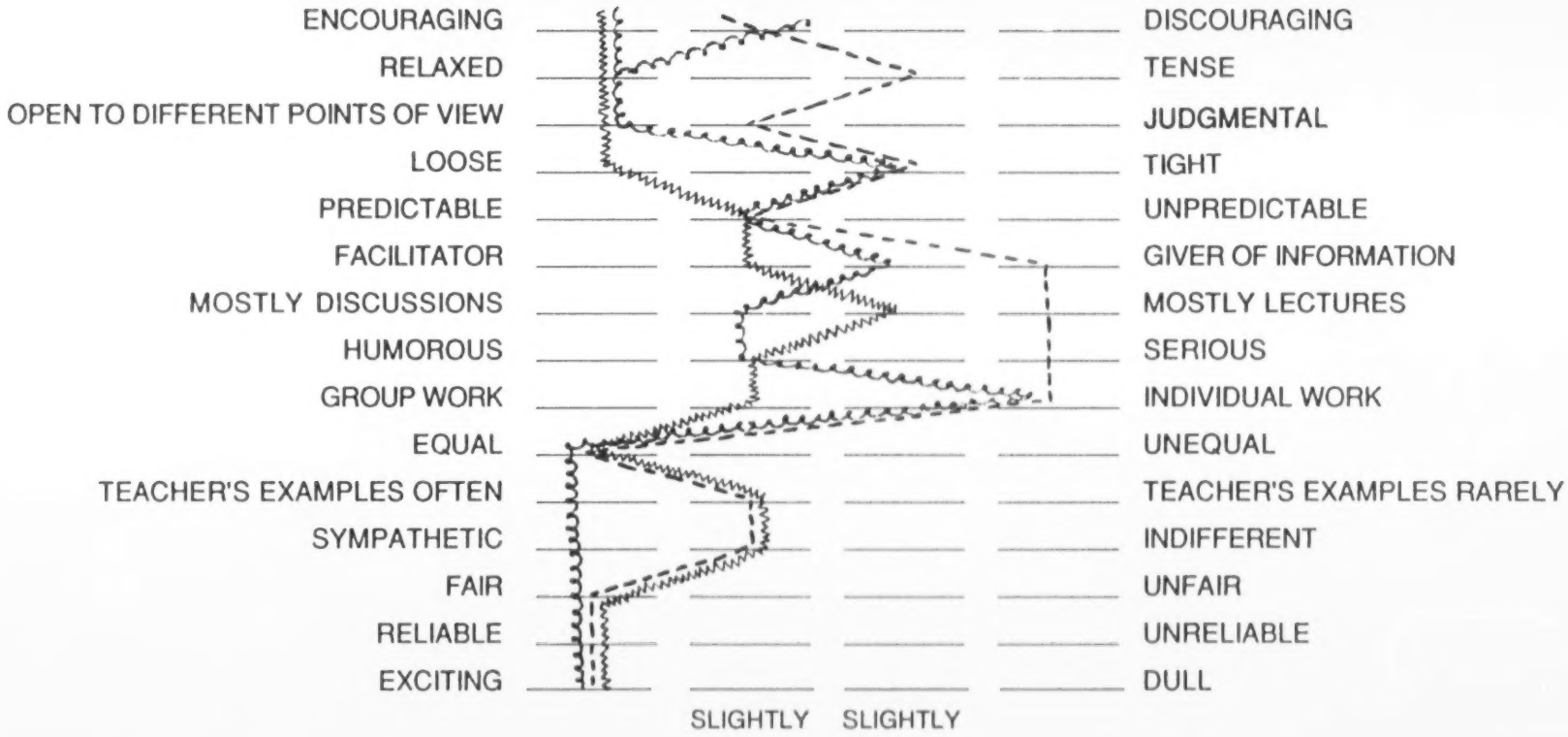
ITAS N=19				UNDERGRADUATES N=19		
I	II	III		IV	V	VI
1	2	1.5	RELIABILITY	2	1	3
2	1	1.5	ENCOURAGEMENT	1	2	1
3.5	3	4	TRUSTWORTHINESS	5	3	2
3.5	6	3	INSTRUCTION	4	4	4
5	5	5	STATUS IN CLASS	8	6	8
6	11	6	TREATMENT IN CLASS	3	5	5
7.5	4	11	DELIVERY STYLE	7	7	6
7.5	7	8	ATMOSPHERE IN CLASS	6	8	7
9	12	9.5	TEACHER'S USE OF EXAMPLES IN CLASS	9	9	12
10	15	13	CONTROL IN CLASS	13	12	10
11	9	12	SENSE OF HUMOR	11	13	9
12	14	14	PREDICTABILITY	14	14	13
13	8	9.5	TEACHER'S EMPATHY	12	11	11
14	10	7	SMALL GROUP LEADERSHIP	10	10	14
15	13	15	STUDENT ARRANGEMENT IN CLASS	15	15	15

KEY TO THE PART OF THE QUESTIONNAIRE:

I: MOST TEACHERS IN MY CULTURE
II: MOST TEACHERS IN U.S. CULTURE
III: MYSELF AS AN ITA IN U.S. CULTURE
IV: MY ITA IS
V: ITAS SHOULD BE
VI: AN IDEAL TEACHER IN U.S. CULTURE SHOULD BE

TABLE 1

QUESTIONNAIRE GIVEN TO ITAS

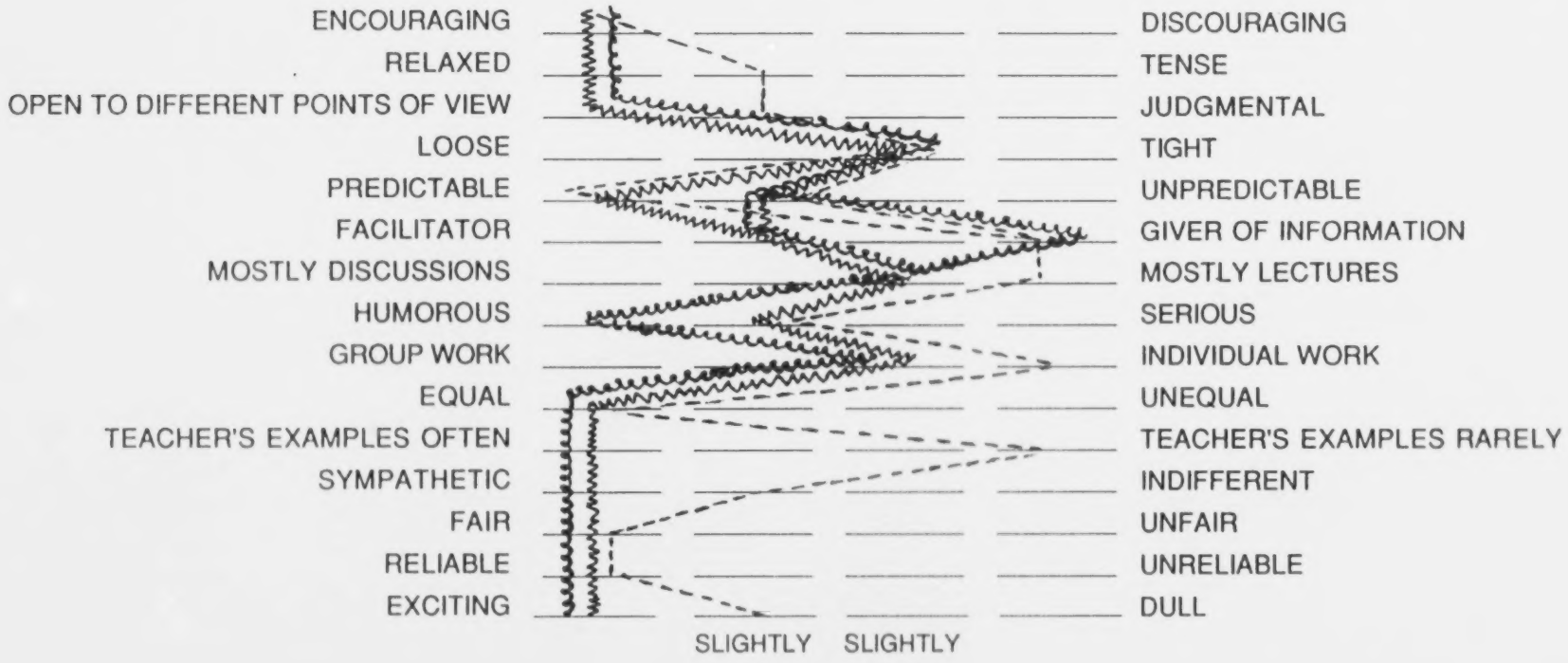


N= 18 - - - - MOST TEACHERS IN MY CULTURE ARE

N= 17 ~~~~ MOST TEACHERS IN U.S. CULTURE ARE

N= 15 ∩∩∩ MYSELF AS AN ITA IN U.S. CULTURE IS

QUESTIONNAIRE GIVEN TO UNDERGRADUATES



N= 19 ------ MY ITA IS

N= 19 ~~~~ ITAS SHOULD BE

N= 19 ~~~~ AN IDEAL TEACHER IN U.S. CULTURE SHOULD BE

TABLE 3

APPENDIX-A

QUESTIONNAIRE GIVEN TO INTERNATIONAL TEACHING ASSISTANTS

Each item in this questionnaire tries to measure a different concept about teaching based on a set of scales beneath it. You are to rate the concept on each of these scales in order.

Here is how you are to use these scales:

If you feel that the key concept (underlined) in the question is ***very closely related*** to one end of the scale, you should place your check-mark as follows:

fair X : ____ : ____ : ____ unfair

or

fair ____ : ____ : ____ : X unfair

If you feel that the concept is ***only slightly related*** to one side as opposed to the other side, then you should check as follows:

strong ____ : X : ____ : ____ weak

or

strong ____ : ____ : X : ____ weak

Important: 1. Place your check-marks ***in the middle of spaces***, not on the boundaries:

this not this

____ : X : ____X____

2. Be sure you check every scale for every concept-do not omit any.

3. Never put more than one check-mark on a single scale.

SECTION I

a. How do your students feel before they give their opinions in class?
(encouragement)

encouraged _____ : _____ : _____ : _____ discouraged

b. What kind of mood do you usually have in class?
(atmosphere in class)

relaxed _____ : _____ : _____ : ____ tense

c. How would you view yourself in a class discussion session?
(small group leadership)

judgmental _____ : _____ : _____ : _____ open to different points of view

d. What kind of control do you maintain in class?
(control)

loose _____ : _____ : _____ : _____ tight

e. Is it always easy for your students to guess what you are going to do in class?
(predictability)

predictable _____ : _____ : _____ : _____ unpredictable

f. What is your role most of the time in class?
(status in class)

facilitator _____ : _____ : _____ : _____ giver of information

g. What kind of communication style do you have in class when instructing?
(delivery style)

mostly lectures _____ : _____ : ____ : _____ mostly discussions

h. How would you characterize yourself when giving examples in class in order to explain a point?
(sense of humor)

serious _____ : _____ : _____ : _____ humorous

i. What kind of systematic arrangement do you use in class for in class activities?

(student arrangement in class)

group work _____ : _____ : _____ : _____ individual work

j. Do you think you treat each student equally in class?

(treatment in class)

unequal _____ : _____ : _____ : _____ equal

k. How often do you give real life examples in class in order to enliven the topic presented in class?

(teacher's use of examples in class)

often _____ : _____ : _____ : _____ rarely

l. What is your attitute towards students' problems related to the course?

(teacher's empathy)

indifferent _____ : _____ : _____ : _____ sympathetic

m. Do you think your undergraduates trust you in this class?

(trustworthiness)

fair _____ : _____ : _____ : _____ unfair

n. Do your think your knowledge about the subject matter is reliable?

(reliability)

reliable _____ : _____ : _____ : _____ unreliable

o. How do your students find your teaching method in class?

(instruction)

exciting _____ : _____ : _____ : _____ dull

Section II

I am interested in knowing which of the fifteen qualities discussed in Section I are most important in terms of your evaluation of ***a typical teacher in your own culture.***

Rank each of the concepts listed below in terms of their importance to you when describing ***a typical teacher in your own culture*** .

Place a **1** beside the quality that is most important for you, a **2** by the next most important, a **3** for the third most important, etc. Please fill in a rating for each of the traits listed below. Do not leave any blanks. Put check-marks on the blanks between the concepts also.

MOST TEACHERS IN MY CULTURE ARE

_____	(**encouragement**) encouraging	____: ____: ____ : ____ discouraging
_____	(**atmosphere in class**) relaxed	____: ____ : ____ : ____ tense
_____	(**small group leadership**) judgmental	____: ____ : ____ : ____ open to different points of view
_____	(**control**) loose	____ : ____ : ____ : ____ tight
_____	(**predictability**) predictable	____ : ____ : ____ : ____ unpredictable
_____	(**status in class**)facilitator	____ : ____ : ____ : ____ giver of information
_____	(**delivery style**) mostly lectures	____ : ____ : ____ : ____ mostly discussions
_____	(**sense of humor**) serious	____ : ____ : ____ : ____ humorous
_____	(**student arrangement in class**)group work	____ : ____ : ____ : ____ individual work
_____	(**treatment in class**) unequal	____ : ____ : ____ : ____ equal
_____	(**teacher's use of examples in class**)often	____: ____ : ____ : ____ rarely
_____	(**teacher's empathy**) indifferent	____ : ____ : ____ : ____ sympathetic
_____	(**trustworthiness**) fair	____ : ____ : ____ : ____ unfair
_____	(**reliability**) reliable	____ : ____ : ____ : ____ unreliable
_____	(**instruction**) exciting	____ : ____ : ____ : ____ dull

Section III

In this section I am interested in learning which of the fifteen qualities discussed in Section 1 are most important in terms of your evaluation of ***a typical teacher in U.S. culture*** .

Rank each of the concepts listed below in terms of their importance to you when describing ***a typical teacher in U.S. culture*** .

Place a **1** beside the quality that is most important for you, a **2** by the next most important, a **3** for the third most important, etc. Please fill in a rating for each of the traits listed below. Do not leave any blanks. Put check-marks on the blanks between the concepts also.

MOST TEACHERS IN U.S. CULTURE ARE

_____	(**encouragement**) encouraging	____: ____: ____ : ____ discouraging
_____	(**atmosphere in class**) relaxed	____: ____ : ____ : ____ tense
_____	(**small group leadership**) judgmental	____ : ____ : ____ : ____ open to different points of view
_____	(**control**) loose	____ : ____ : ____ : ____ tight
_____	(**predictability**) predictable	____ : ____ : ____ : ____ unpredictable
_____	(**status in class**) facilitator	____ : ____ : ____ : ____ giver of information
_____	(**delivery style**) mostly lectures	____ : ____ : ____ : ____ mostly discussions
_____	(**sense of humor**) serious	____ : ____ : ____ : ____ humorous
_____	(**student arrangement in class**) group work	____ : ____ : ____ : ____ individual work
_____	(**treatment in class**) unequal	____ : ____ : ____ : ____ equal
_____	(**teacher's use of examples in class**)often	____: ____ : ____ : ____ rarely
_____	(**teacher's empathy**) indifferent	____ : ____ : ____ : ____ sympathetic
_____	(**trustworthiness**) fair	____ : ____ : ____ : ____ unfair
_____	(**reliability**) reliable	____ : ____ : ____ : ____ unreliable
_____	(**instruction**) exciting	____ : ____ : ____ : ____ dull

Section IV

In this section I am interested in learning which of the fifteen qualities discussed in Section 1 are most important in terms of your evaluation of ***yourself as a teacher in U.S*** .

Rank each of the concepts listed below in terms of their importance to you when describing ***yourself as a teacher teaching at a U.S. university*** .

Place a **1** beside the quality that is most important for you, a **2** by the next most important, a **3** for the third most important, etc. Please fill in a rating for each of the traits listed below. Do not leave any blanks. Put check-marks on the blanks between the concepts also.

MYSELF AS AN INTERNATIONAL TEACHING ASSISTANT IN U. S. CULTURE IS

_____	(**encouragement**) encouraging	____:____:____:____ discouraging
_____	(**atmosphere in class**) relaxed	____:____:____:____ tense
_____	(**small group leadership**) judgmental	____:____:____:____ open to different points of view
_____	(**control**) loose	____:____:____:____ tight
_____	(**predictability**) predictable	____:____:____:____ unpredictable
_____	(**status in class**) facilitator	____:____:____:____ giver of information
_____	(**delivery style**) mostly lectures	____:____:____:____ mostly discussions
_____	(**sense of humor**) serious	____:____:____:____ humorous
_____	(**student arrangement in class**) group work	____:____:____:____ individual work
_____	(**treatment in class**) unequal	____:____:____:____ equal
_____	(**teacher's use examples in class**) often	____:____:____:____ rarely
_____	(**teacher's empathy**) indifferent	____:____:____:____ sympathetic
_____	(**trustworthiness**) fair	____:____:____:____ unfair
_____	(**reliability**) reliable	____:____:____:____ unreliable
_____	(**instruction**) exciting	____:____:____:____ dull

APPENDIX-B

QUESTIONNAIRE GIVEN TO UNDERGRADUATES

Each item in this questionnaire tries to measure a different concept about teaching based on a set of scales beneath it. You are to rate the concept on each of these scales in order.

Here is how you are to use these scales:

If you feel that the key concept (underlined) in the question is ***very closely related*** to one end of the scale, you should place your check-mark as follows:

fair _X_ : ____ : ____ : ____ unfair

or

fair ____ : ____ : ____ : _X_ unfair

If you feel that the concept is ***only slightly related*** to one side as opposed to the other side, then you should check as follows:

strong ____ : _X_ : ____ : ____ weak

or

strong ____ : ____ : _X_ : ____ weak

Important: 1. Place your check-marks ***in the middle of spaces*** , not on the boundaries:

this not this

____ : _X_ : ___X___

2. Be sure you check every scale for every concept-do not omit any.

3. Never put more than one check-mark on a single scale.

SECTION I

a. How do you feel before you give your opinion in class?
(encouragement)

encouraged _____ : _____ : _____ : _____ discouraged

b. What kind of atmosphere does your TA usually have in class?
(atmosphere in class)

relaxed _____ : _____ : _____ : _____ tense

c. How would you view your TA in a class discussion session?
(small group leadership)

judgmental _____ : _____ : _____ : _____ open to different points of view

d. What kind of control does your TA maintain in class?
(control)

loose _____ : _____ : _____ : _____ tight

e. Is it always easy for you to guess what your TA is going to do in class?
(predictability)

predictable _____ : _____ : _____ : _____ unpredictable

f. What is the role of your TA most of the time in class?
(status in class)

facilitator _____ : _____ : _____ : _____ giver of information

g. What kind of communication style does your TA have in class when instructing?
(delivery style)

mostly lectures _____ : _____ : _____ : _____ mostly discussions

h. How would you characterize your TA when giving examples in class in order to explain a point?
(sense of humor)

serious _____ : _____ : _____ : _____ humorous

i. What kind of systematic arrangement does your TA use in class for in class activities?

(student arrangement in class)

group work _____ : _____ : _____ : _____ individual work

j. Do you think your TA treats each student equally in class?

(treatment in class)

unequal _____ : _____ : _____ : _____ equal

k. How often does your TA give real life examples in class in order to enliven the topic presented in class?

(teacher's use of examples in class)

often _____ : _____ : _____ : _____ rarely

l. What is your TA's attitute towards students' problems related to the course?

(empathy toward students' problems)

indifferent _____ : _____ : _____ : _____ sympathetic

m. Do you trust your TA in this class?

(trustworthiness)

fair _____ : _____ : _____ : _____ unfair

n. Do you think your TA's knowledge about the subject matter is reliable?

(reliability)

reliable _____ : _____ : _____ : _____ unreliable

o. How do you find your TA's teaching method in class?

(instruction)

exciting _____ : _____ : _____ : _____ dull

Section II

I am interested in knowing which of the fifteen qualities discussed in Section I are most important in terms of your evaluation of ***your own international teaching assistant.***

Rank each of the concepts listed below in terms of their importance to you when describing ***your own international teaching assistant.***

Place a **1** beside the quality that is most important for you, a **2** by the next most important, a **3** the third most important, etc. Please fill in a rating for each of the traits listed below. Do not leave any blanks. Put check-marks on the blanks between the concepts also.

MY INTERNATIONAL TEACHING ASSISTANT IS

_____	(**encouragement**) encouraging	____:____:____:____ discouraging
_____	(**atmosphere in class**) relaxed	____:____:____:____ tense
_____	(**small group leadership**) judgmental	____:____:____:____ open to different points of view
_____	(**control**) loose	____:____:____:____ tight
_____	(**predictability**) predictable	____:____:____:____ unpredictable
_____	(**status in class**) facilitator	____:____:____:____ giver of information
_____	(**delivery style**) mostly lectures	____:____:____:____ mostly discussions
_____	(**sense of humor**) serious	____:____:____:____ humorous
_____	(**student arrangement in class**)group work	____:____:____:____ individual work
_____	(**treatment in class**) unequal	____:____:____:____ equal
_____	(**teacher's use of examples in class**)often	____:____:____:____ rarely
_____	(**teacher's empathy**) indifferent	____:____:____:____ sympathetic
_____	(**trustworthiness**) fair	____:____:____:____ unfair
_____	(**reliability**) reliable	____:____:____:____ unreliable
_____	(**instruction**) exciting	____:____:____:____ dull

Section III

In this section I am interested in learning which of the fifteen qualities discussed in Section 1 are most important in terms of your evaluation of *any international teaching assistant*.

Rank each of the concepts listed below in terms of their importance to you when describing *any international teaching assistant*.

Place a **1** beside the quality that is most important for you, a **2** by the next most important, a **3** for the third most important, etc. Please fill in a rating for each of the traits listed below. Do not leave any blanks. Put check-marks on the blanks between the concepts also.

INTERNATIONAL TEACHING ASSISTANTS SHOULD BE

_____	(**encouragement**) encouraging	____: ____: ____ : ____ discouraging
_____	(**atmosphere in class**) relaxed	____: ____ : ____ : ____ tense
_____	(**small group leadership**) judgmental	____ : ____ : ____ : ____ open to different points of view
_____	(**control**) loose	____ : ____ : ____ : ____ tight
_____	(**predictability**) predictable	____ : ____ : ____ : ____ unpredictable
_____	(**status in class**) facilitator	____ : ____ : ____ : ____ giver of information
_____	(**delivery style**) mostly lectures	____ : ____ : ____ : ____ mostly discussions
_____	(**sense of humor**) serious	____ : ____ : ____ : ____ humorous
_____	(**student arrangement in class**) group work	____ : ____ : ____ : ____ individual work
_____	(**treatment in class**) unequal	____ : ____ : ____ : ____ equal
_____	(**teacher's use of examples in class**)often	____: ____ : ____ : ____ rarely
_____	(**teacher's empathy**) indifferent	____ : ____ : ____ : ____ sympathetic
_____	(**trustworthiness**) fair	____ : ____ : ____ : ____ unfair
_____	(**reliability**) reliable	____ : ____ : ____ : ____ unreliable
_____	(**instruction**) exciting	____ : ____ : ____ : ____ dull

Section IV

In this section I am interested in learning which of the fifteen qualities discussed in Section 1 are most important in terms of your evaluation of *an ideal teacher in U.S. culture* .

Rank each of the concepts listed below in terms of their importance to you when describing *an ideal teacher in U.S. culture* .

Place a **1** beside the quality that is most important for you, a **2** by the next most important, a **3** for the third most important, etc. Please fill in a rating for each of the traits listed below. Do not leave any blanks. Put check marks on the blanks between the concepts also.

AN IDEAL TEACHER IN U.S. CULTURE SHOULD BE

_____	(**encouragement**) encouraging	____: ____: ____ : ____ discouraging
_____	(**atmosphere in class**) relaxed	____: ____ : ____ : ____ tense
_____	(**small group leadership**) judgmental	____ : ____ : ____ : ____ open to different points of view
_____	(**control**) loose	____ : ____ : ____ : ____ tight
_____	(**predictability**) predictable	____ : ____ : ____ : ____ unpredictable
_____	(**status in class**) facilitator	____ : ____ : ____ : ____ giver of information
_____	(**delivery style**) mostly lectures	____ : ____ : ____ : ____ mostly discussions
_____	(**sense of humor**) serious	____ : ____ : ____ : ____ humorous
_____	(**student arrangement in class**) group work	____ : ____ : ____ : ____ individual work
_____	(**treatment in class**) unequal	____ : ____ : ____ : ____ equal
_____	(**teacher's use of examples in class**)often	____: ____ : ____ : ____ rarely
_____	(**teacher's empathy**) indifferent	____ : ____ : ____ : ____ sympathetic
_____	(**trustworthiness**) fair	____ : ____ : ____ : ____ unfair
_____	(**reliability**) reliable	____ : ____ : ____ : ____ unreliable
_____	(**instruction**) exciting	____ : ____ : ____ : ____ dull